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ABSTRACT

A multimedia reading program for seventh and eighth grade students is presented. Methodology for the seventh grade course consists of designating a particular type of literature for each month of the school year. Story assignments, book reports, and teaching units all revolve around this type of literature. Students read aloud from radio and television scripts and listen to teachers read aloud. Whenever possible, movies are incorporated into classroom learning. The methodology for the eighth grade course focuses on students "meeting" literary authors through filmstrips, cassettes, research, and personal correspondence. As a culminating activity, the eighth grade holds a book fair in which students create a display about a particular author and his or her books. In addition, eighth grade students become authors themselves, writing stories during the year. Instructional materials included in this course description include book report guidelines, specific instructions for student book reports, a list of skills covered in the courses, an outline for a mystery book report, a form for a character interview, a recommended book list, and a list of sources for a multimedia program. (LP)

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A MULTI-MEDIA LITERATURE PROGRAM-

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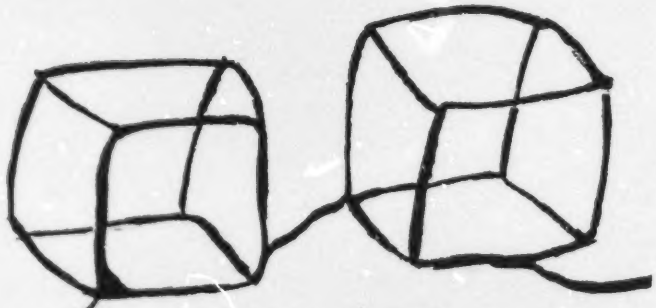

STUDENT INTEREST WON'T MELT AWAY!

CS 007 102

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Diamond Springs, California
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Revised 4/84

A MULTI-MEDIA LITERATURE PROGRAM

RATIONALE

Filmstrips, kits, cassettes, records - as an Instructional Materials Evaluation Panelist (IMEP) for the State of California (June, 1982), I was glad to see the wide variety of multi-media material that publishers had developed to supplement their basal text series. Not only do students have the opportunity to read a variety of well-selected stories, but they hear such famous people as Danny Kaye and Langston Hughes (Holt Basic Reading) sing/read the selections.

However, the one flaw I discovered with the publisher's endeavors was that the materials generally stopped at the 6th grade level. As a junior high teacher of reading/literature and a reading resource teacher for my school (5th-8th grade), I feel this a detriment to junior high students. What magical element makes junior high students suddenly all become totally visual learners? If this happens in other schools, I'd like to hear about it, there must be a secret teaching practice that I'm unaware of!

I feel my students still need a multi-media/multi-sensory approach to reading for the ultimate enjoyment of the written word. Working with some teachers in my school, I have developed a multi-media approach for our 7th and 8th grade students.

METHODOLOGY

I. 7th Grade

We begin by breaking the school year into a different type of literature for each month (See Figure I). These assignments vary for each teacher so that the library isn't overwhelmed with 150 students looking for the same type of book. Story assignments, book reports, and teaching units all revolve around this type of literature. For example, if we were studying mysteries, students would be introduced to "What is a mystery?" by the school librarian, who also displayed some selections from the school library. This is followed-up by the classroom teacher presenting a sound filmstrip that introduces more mystery books and talks about what comprises a mystery story (See Sources). At the end of the filmstrip, students are given a list which tells whether the books presented are in the school library or in the county library. They are also given a list of other book suggestions. In addition, the classroom teacher does book talks about other mystery books and has some books that students check out through the classroom. Appropriate books in Tab and Read order forms are brought to the students' attention. Students then get an opportunity to check out a mystery book from the school library.

Classroom work revolves around this type of literature, as well. Students are assigned mystery stories in their textbooks, Read Magazine, and Scope Magazine. They read orally scripts from radio and movies such as "The Shadow Knows" and Alfred Hitchcock's "North by Northwest." The students hear the teacher read orally such works

as Jacques Futrelle's "The Problem of Cell 13" and Agatha Christie's "The Chocolate Box." Movies that represent the different facets of the mystery genre are viewed, such as "Silver Blaze" (Sherlock Holmes) and "The Open Window" (Saki). For outside reading, students use their self-selected books and do the projects outlined in Figure 1.

Each month, this basic format is followed, just substituting different stories, movies, etc. Teachers adapt it to fit their teaching style, the ability level of the students, and the skills which need to be presented. The students know what type of stories are coming and can read ahead if they want.

II. 8th Grade

After the in-depth study of different author's works (see List of Skills Covered) in 7th grade, students get to meet the authors themselves in the 8th grade. Authors are introduced by sound filmstrips and cassette tapes - not only as authors, but as people. Students also do a research paper on their favorite author and if we can find the address, send a letter to that author. Our final activity is to have a book fair. We do have books available for students to purchase, but the highlight is the book projects. Each student does a display about an author and his/her books. The student also dresses as a character from one of the books. It is the student's responsibility to be ready to answer questions about the author and his/her books. The projects are judged by a team of teachers and parents and awards are given.

In addition, students are also becoming authors during the year. Instead of doing book reports, they write stories. Each student is given a set of guidelines for writing stories to keep in his/her binder. The first step is to complete an outline which the teacher checks. However, the outline is just a framework for the student - ideas may be modified in the final draft of the story. After all the stories are collected, the teacher selects some to be read aloud for the class. Students rate the stories and make critical comments. All students must say something good about the story before any criticism is made! Three stories are chosen as the best for that assignment. These are typed and submitted to Read Magazine, Scope Magazine, or Voice Magazine. But even if the students are not chosen to be published in these national magazines, all will be published in the school literary magazine.

CONCLUSION

As responsible adults, we need to be informed before we make decisions. Our children aren't any different. Students need to be exposed to a variety of literature presented in various ways, to be able to really say that they don't like a certain type of literature. This exposure gives them the chance to become good critical readers, while it employs a multi-media approach so that all students can more truly enjoy the act of reading!

BOOK REPORT GUIDELINES

Each month, we will study a different type of book. The schedule is:

SEPTEMBER: Mystery
OCTOBER: Sports
NOVEMBER: Historical Fiction
DECEMBER: Non-fiction
JANUARY: Science Fiction
FEBRUARY: Biography/ Autobiography
MARCH: Nature
APRIL: Fantasy
MAY: Contemporary Fiction
JUNE: Drama

Book reports based on a variety of books insure that you are introduced to different types of books. I'm sure you all have a favorite kind of book, but I want you to at least experience reading different types. You can't be a good critical reader without this background!

Your grade for book reports is based on two grades - one for the quality of the work you turn in and one on the number of pages that you read. These grades are averaged together and make up 1/4 of your grade for literature.

For each month, there is a required type of book report and three choices. The number of reports you do depends on the number of books you read! You must do the required type each month! After that, you can choose the type of report you wish to do that month from the kinds offered. However, you can not repeat a choice until you have done all three. For example, if you wish to read five books, you could do one of the choices again, or if you wish, the required type.

	REQUIRED	CHOICES
September	Written Book Report	Advertising Billboard Character Interview Story in Pictures
October	Mobile	Informal Conference Author's Sales Pitch 1 page article about author
November	Business Letter to Author	Design a T-shirt Diorama Oral Report to Class
December	Design a T-shirt	1 page article about author Telegram Advertising Billboard
January	Oral Book Report	Story in Pictures Business Letter to Author Author's Sales Pitch

FIGURE 1

	REQUIRED	CHOICES
February	Character Interview	Written Book Report Soap or Wood Carving Book Jacket
March	Advertising Billboard	Informal Conference Written Book Report Diorama
April	Book Jacket	Soap or Wood Carving Written Book Report Diorama
May	Author's Sales Pitch	Character Interview Oral Book Report Design a T-shirt

June No book report required. Your grade will come from participation in a play done by your reading group.

DIRECTIONS FOR TYPES OF BOOK REPORTS

1. One page article about a famous author- Include interesting facts about the author, ie. something about his/her youth, schooling, when the person began writing, other stories written, etc. This must be the author of one of the books you read.

2. Advertising Billboard- Make an eye-catching 12"x18" billboard, advertising your book. You may use a wide variety of media - paint, yarn, cloth, different kinds of paper, etc. Be creative! Be sure you have the book title and author on your billboard. Remember, you want people to buy the book!

3. Oral Report to Class- Your oral report must be at least 2 minutes long and not longer than 5 minutes. Your talk must include a description of the main character's personality and physical appearance, the setting of the story, the plot without giving away the ending, your opinion of the book and to whom you would recommend the book. Be sure you write the title of the book and the author's name on the blackboard before you begin.

4. Mobile About Story- Your mobile must include 5 items - pertinent information; cartoon or drawing of main character(s) in the setting; one event from the beginning, one event from the middle, and one event from the end of the story. Pertinent information is title of the book, author, publisher, copyright date. Mobile should be large enough to read from the floor.

5. Book Jacket- The book jacket should be paper folded like the actual cover of a book. It should have an eye-catching front cover with the title of the book and author. The inside cover

must resemble an actual title page. The back cover must include a brief summary of the book. Use light-colored construction paper.

6. Diorama- The diorama or shadow box must be no larger than a shoe box. You must show (3 dimensionally) the most important event in the story. The outside of your box must be completely covered. You should have the title of the book and the author's name neatly written on the outside of the box.

7. Written Book Report Form- Take one of the forms out of the envelope on the bulletin board. Answer the questions on the paper as completely as you can.

8. Character Interview- Take one of the forms out of the envelope on the bulletin board. Follow the directions on that sheet.

9. Soap or Wood Carving- Carve a likeness of the main character in your story. If you use soap, try Ivory.

10. Telegram- Fill out the information on the telegram form. Compose a telegram which gives the essence of the book in 15 words. Then on the back of the form, expand your summary into a 100 word "overnight telegram."

11. Informal Conference with Teacher- Sign your name on the sign-up sheet that you want a conference. Watch the deadline! Teacher will notify you when to be ready. Be sure to bring your book to the conference!

12. Story in Pictures- Make a series of 5 or more pictures about the book using paint, crayons, chalk, ink, cut-out pictures, etc. Use 8"x11" paper. Your pictures should show the major events of your book in the order they occur. Be sure to label all pictures. Put a cover on your pictures which tells the book title and author. Staple all pages together like a book.

13. Business Letter to Author- Using standard business letter form, write a letter to the author of the book giving your opinion of the book or asking questions about why and how he wrote the book. Your letter should be 1-2 pages long.

14. Author's Sales Pitch- Pretend you wrote the book and now want to sell it to a publishing company. Show your salesmanship - think of all the money you will make if it becomes a best seller! Write 1-2 pages about what you would say to the head of the publishing company about why he should publish your book.

15. Design a T-shirt- Design a T-shirt for the main character in your book. Your finished product should look like a T-shirt and the design should reflect the interests of the character. Attach a separate sheet of paper which tells this information: Name of book; Author; Publisher; Copyright Date.

PAGE REQUIREMENTS FOR BOOK REPORTS

The second grade for book reports depends on the number of pages you read. You can meet the requirements with one book or with a number of books - it depends on what books you choose. Keep track of the books and their pages on your record sheet. Any amount of pages under the "C" amount is considered unacceptable. In case your total number of pages falls between two grades, your grade will be a + or - grade, depending on what grade you are closer to.

	For a "C" (# of pages)	For a "B" (# of pages)	For an "A" (# of pages)
SEPTEMBER	200	250	300
OCTOBER	250	300	350
NOVEMBER	300	350	400
DECEMBER	350	400	450
JANUARY	400	450	500
FEBRUARY	450	500	550
MARCH	500	550	600
APRIL	550	600	650
MAY	600	650	700

SAMPLE RECORD SHEET

Name / Month	Number of Pages	Teacher's Checkoff	Grade	Required:	1st Choice	2nd Choice	3rd Choice
Name of Book / Author							
Name of Book / Author							

Types of Literature: Fantasy Nature Science Fiction
Sports Historical Fiction Mystery Non-fiction
Contemporary Fiction Biography/Autobiography

LIST OF SKILLS COVERED

1. Setting - when and where a story takes place

2. Character - person, animal, or thing which acts in a story

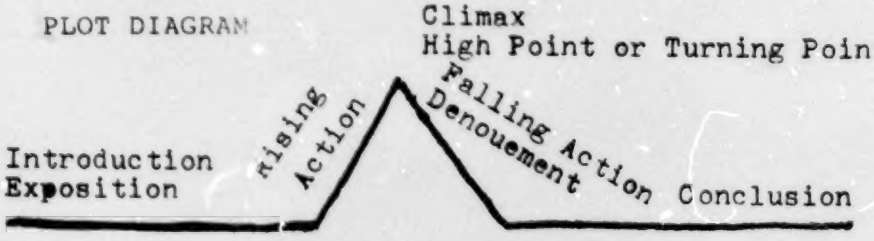
   Told about by:

   A. Describing physical appearance
   B. The actions of the character
   C. The thoughts of the character
   D. What the character says
   E. What others say to or about the character
   F. What others do to the character
   G. Setting in which character is found
   H. Author explains what the character is like

Antagonist - character that causes another character a problem

3. Plot - the blueprint or framework of a story; story line

PLOT DIAGRAM



4. Conflict - problem or struggle in a story

   A. Types

   1. Man vs Man
   2. Man vs Nature
   3. Man vs Himself
   4. Man vs Society
   5. Man vs Fate
   6. Man vs Supernatural
   7. Man vs Machine

5. Mood - the feeling you get from a story

6. Point of View - the position from which the actions and characters are seen by the author (determines the narrator)

   A. Types

   1. First Person - the writer is in the story, is one of the characters, and refers to himself as I, me, and myself.

   2. Third Person - the reader knows only what one character thinks and feels; tells what is happening, but doesn't take part in the story. Uses he and she

3. Omniscient - the all-knowing point of view. The writer uses the 3rd person in such a way that the reader knows what all the characters think and feel (past, present, future)

7. Tone - when an author lets his attitude come through as he describes the actions and characters in the story; the emotional quality in a piece of writing

8. Foreshadowing - used by an author to arouse interest and curiosity by planting clues about what will happen later in the story

9. Flashback - a story within a story; an interruption in the action to show an episode that happened in an earlier time

10. Anachronism - if an author depicts a character as using or doing something that is out of place with the time

11. Symbolism - anything that stands for or represents something else

12. Irony - the contrast between what is expected, or what appears to be, and what actually is

13. Satire - technique in which an author makes fun of the problems of people and society usually for the purpose of producing some change in attitude or action

14. Stereotype - when characters fit into what a certain group is like, or the plot follows a predictable pattern.

15. Theme - the main idea or underlying meaning of a story. May be directly stated or implied

STYLE TECHNIQUES

1. Literal Langauge - to say exactly what you mean

2. Figurative Language - to figure out or interpret what the person means

A. Simile - comparison using like or as
B. Metaphor - comparison not using like or as
C. Analogy - comparison of two things not usually considered alike
D. Personification - giving an inanimate object human characteristics
E. Alliteration - a series of words that begin with the same sound or letter
F. Onomatopoeia - words that sound like what they mean
G. Hyperbole - exaggeration

MYSTERY WRITTEN BOOK REPORT

Name of Book _____

Author _____

Publisher _____

Copyright Date _____

DIRECTIONS: USING THIS PAPER AND AS MUCH OTHER LINED PAPER AS NECESSARY, ANSWER THE FOLLOWING QUESTIONS ABOUT YOUR MYSTERY BOOK. GIVE AS MANY DETAILS AS YOU CAN.

1. To be a mystery, a book must have a problem which needs to be solved. State exactly what is the problem in your book. Be sure you use a complete sentence!

2. One character in a mystery is usually designated the detective. Who is this in your book? What character traits does this person have which helps him/her solve the mystery? Name at least three and explain your choices.

3. The mood of a mystery (the feeling you get from this story) is usually suspenseful, eerie, and strange. What things in your book set the mood? Name at least five things and explain how they fit into the mood.

4. The climax of a mystery story is the high point or turning point of the story. It is when the detective puts all the clues together and determines the solution to the problem. List the clues in your book which help the detective solve the problem. Secondly, discuss how by putting these clues together, the detective character arrives at the final outcome of the mystery.

5. Setting is when and where the story takes place, Suppose your book was moved to Placerville in 1983. Explain how this would effect the story.

FACE TO FACE
A CHARACTER INTERVIEW

To gain insight into the motivation and personality of a major character in a book you have read, answer the questions on this interview from the point of view of that character.

INTERVIEW OF: _____
(Character's Name)

BOOK TITLE: _____

Interviewer: How do you feel about the way you were portrayed in this book?

Character: _____

_____

_____

Interviewer: What was your most difficult moment in the book?

Character: _____

_____

_____

Interviewer: What was going through your mind during this difficult moment?

Character: _____

_____

_____

Interviewer: If you could change any of your actions in the book, what would you do differently?

Character: _____

_____

_____

Interviewer: How do you really feel about the other main characters in the book?

Character: _____

_____

_____

Interviewer: Describe your strengths and weaknesses as a person.

Character: _____

_____

_____

Interviewer: Would you like the reader to know other things about you that were not covered in the book? Explain. If you do, describe these characteristics.

Character: _____

_____

_____

Interviewer: What are your feelings about the way the author ended the book?

Character: _____

_____

_____

Interviewer: If you were a student at Herbert Green School, what classes would you take? Why? Describe what kind of student you would be.

Character: _____

_____

_____

_____

_____

_____

Adapted from Scholastic

RECOMMENDED BOOK LIST
MYSTERY

Aiken, Joan. Black Hearts in Battersea
Nightbirds on Nantucket
Wolves of Willoughby Chase
Bennett, Jay. The Long Black Coat
The Pigeon
The Dangling Witness
The Birthday Murderer
Say Hello to the Hit Man
Bonham, Frank. Mystery of the Fat Cat
Christie, Agatha. (all titles - Examples below)
Appointment With Death
Dead Man's Mirror
The Man in the Brown Suit
Mr. Parker Pyre, Detective
N or M?
Partners in Crime
Why Didn't They Ask Evans?
Clapp, Patricia. Jane-Emily
Crume, Vic. The Ghost That Came Alive
Dixon, James. (all titles - Hardy Boys series)
Doyle, Sir Arthur Conan. (all titles - Sherlock Holmes)
Giff, Patricia. Have You Seen Hyacinth Macaw?
Hamilton, Virginia. The House of Dies Drear
Hitchcock, Alfred. (all titles - Examples below)
Down by the Old Blood Stream
Slay Ride
Scream Along With Me
This One Will Kill You
Holt, Victoria. (some titles)
Jackson, Shirley. We Have Always Lived in the Castle
Keene, Carolyn. (all titles - Nancy Drew series)
L'Engle, Madeline. Dragons in the Water
Nixon, Joan. The Kidnapping of Christina Lattimore
The Seance
O'Brien, Robert. Z For Zachariah
Platt, Kim. Mystery of the Witch Who Wouldn't
Sobol, Donald. (all titles - Encyclopedia Brown series)
Stewart, Mary. (some titles)
St. George, _____.Haunted
St. John, Willey. The Christmas Tree Mystery
Wesbie, Cameron. Night Stalks the Mansion
White, Robb. Deathwatch
Whitney, Phyllis. (some titles)

These books are only suggestions. You may have others you would like to read and our librarian may recommend some others. So you choose what you would like to read for this mysterious month!

FINAL PROJECT - ADVANCED LITERATURE
MEETING THE AUTHORS

THIS PROJECT IS YOUR FINAL EXAM IN LITERATURE. IT WILL COUNT AS 1/4 OF YOUR GRADE THIS QUARTER. YOU WILL ALSO BE ASSISTING NEXT YEAR'S CLASS WITH ANOTHER PROJECT. THEREFORE, YOUR PROJECTS WILL BE KEPT AT SCHOOL. DO NOT INCLUDE ANY PERSONAL ITEMS (BOOKS, PICTURES, ETC.).

1. COVER PAGE - 1) Name of your author
   2) Your name; Date

2. BIOGRAPHICAL SKETCH - 1-2 pages in essay form
   1) Full name of author
   2) Date of birth/death
   3) Educational background
   4. Jobs held (besides writing)
   5. Hobbies; Interests
   6. Family
   7. Other interesting facts

3. LIST OF WORKS (in alphabetical order)/ Does our library have them? (Yes or No)

4. BOOK/STORY REVIEWS - 3 pages (One page for each book/story)

   Name of Book

   Short summary of plot (paragraph form)
   Your opinion of book/story (paragraph form)
   Would you recommend this book/story to others? Why or why not? (paragraph form)

5. ADVERTISING BILLBOARD for a different work from those used above (book, poem, etc.) - Make an eye-catching 8"x11" billboard, advertising your book. Use a wide variety of media - paint, yarn, cloth, different kinds of paper, etc. Be creative! Be sure to have the book title, author, a picture which promotes the book, and some catchy slogan to sell the book.

6. LIST OF SOURCES (minimum of 3 different ones)

   1. Author's books
   2. Encyclopedia
   3. "Something About the Author" series
   4. Reader's Guide to Periodical Literature
   5. Teacher's File
   6. Personal Interview with someone who has met the author
   7. Letter to the Publisher of that author
   8. Your Literature Textbook
   9. Other reading texts, magazines, etc.

WHEN WRITING A BIBLIOGRAPHY, REMEMBER THESE THREE IMPORTANT RULES:

1. Always write the word "Bibliography" on the top line as the title of your paper.
2. Underline the titles of all books and magazines. Put quotation marks around the titles of chapters or magazine articles.
3. The first line of each entry begins next to the margin of your paper. The rest of the entry is indented beginning with the second line.

Bibliography

Anonymous, "Horses of America", American Horseman, July 28, 1981,pg. 57.

Anonymous, Horses of Egypt, San Francisco: Globe Book Company, Inc., 1978.

"Horses", Collier's Encyclopedia, Vol. 6, Chicago: Field Enterprises, Inc., 1966. pg. 157.

Jones, Fred and Henry Blake, An Introduction to Horse Training, Los Angeles: The Troubador Press, 1973.

Kinney, J.R., "Congratulations! It's a Filly!", Horse Lover's Magazine, September 1979, pg. 155.

Smith, Henry, The Horse's Journey, New York: Spindex Publishing Company, 1959.

NOTE: THIS IS THE FORM USED IN HIGH SCHOOL!

7. Put all pages together in book form.

GRADING CRITERIA (100 POINTS)

1. Neatness - 10 points
2. Accuracy of information - 50 points
3. Originality - 20 points
4. Following Directions - 10 points
5. Correctness of grammar, spelling, punctuation, etc. - 10 points
6. Extra Credit (ie. picture of author, letter from author, etc.)

AUTHORS

Paul Zindel
Judy Blume
Beverly Cleary
J.R.R. Tolkien
Edgar Allan Poe
Fredric Brown
Betsy Byars
Mary Stewart
Ray Bradbury
H.G. Wells
C.S. Lewis
Lloyd Alexander
Madeline L'Engle
Joan Aiken
Ursula LeGuin
S.E. Hinton
R.R. Knudson
Paula Danziger
Manus D. Pinkwater
Lois Duncan
Laurence Yep
Shel Silverstein
Isaac Asimov
Shirley Jackson
Robert Louis Stevenson
A.A. Milne
Rudyard Kipling
Robert Cormier
O. Henry
Langston Hughes
Julia Cunningham
Ellen Conford
Joe Archibald
Phyllis Whitney
Mary Stolz
Anne McCaffrey
Marilyn Sachs
Edgar Rice Burroughs

Norma Fox Mazer
Carl Sandburg
Stephen Crane
Saki (H.H. Munro)
Sir Arthur Conan Doyle
Robert Frost
Jack London
Mark Twain
James Thurber
Jack Prelutsky
Richard Peck
Virginia Hamilton
Scott O'Dell
Laura Ingalls Wilder
Marguerite Henry
Walter Farley
Constance Greene
Jim Kjelgaard
Donald Sobol
Jules Verne
E.B. White
Charles Dickens
Arthur C. Clarke
Andre Norton
Kim Platt
Susan Cooper
Katherine Paterson
John D. Fitzgerald
Ellen Raskin
Robin Brancato
Vera & Bill Cleaver
Norma Klein
M.E. Kerr
Patricia McKillip
Theodore Taylor
Astrid Lindgren
Mary Rodgers
Roald Dahl

Note: Other authors are acceptable with teacher approval.

SOURCES FOR MULTI-MEDIA PROGRAM

I. Textbooks

A. Scott Foresman, Purpose in Literature (7th), Medallion Edition
Literature and Life (8th)

II. Sound Filmstrips

A. Guidance Associates
Communication Park
Box 300
White Plains, NY 10602

Reading for the Fun of It:
Realistic Fiction
Fantasy
Sports
Nature
Science Fiction
Historical Fiction
Mystery

B. Pied Piper Productions — Fantasy, Biography, Historical Fiction

C. Newbery Author Sound Filmstrips — Betsy Byars, Madeline L'Engle, Scott O'Dell, Laura Ingalls Wilder, Virginia Hamilton, and others

III Movies (through our AV - you may have access to others)

A. Nature - THE INCREDIBLE JOURNEY (E08795)
INCIDENT AT HAWK'S HILL (E08794)
B. Biography - ISHI IN TWO WORLDS (C01379)
HARRIET TUBMAN AND THE UNDERGROUND RAILROAD (E08648)
C. Contemporary (Realistic) Fiction - BIG HENRY AND THE POLKA DOT KID (E08812)
D. Sports - THE MITT (E07050)
E. Historical Fiction - THE BRIDGE OF ADAM RUSH (E08290)
THE MAN WITHOUT A COUNTRY (E08614)
ISLAND OF THE BLUE DOLPHIN (C0075)
ADVENTURES OF HUCKLEBERRY FINN (E08631)
F. Science Fiction - CITY ON THE EDGE OF FOREVER (E08738)
CAT'S PAW (E08740)
G. Mystery - SILVER BLAZE (E08766)
THE OPEN WINDOW (EO6902)
H. Fantasy - FREAKY FRIDAY (E08795)
MY MOTHER WAS NEVER A KID (EO8354)

IV. Books/Stories to Read Aloud

A. Fantasy - TUCK EVERLASTING by Natalie Babbitt
B. Historical Fiction - BANDIT OF MOK HILL by Evelyn Lampman
SAMURAI OF GOLD HILL by Yoshiko Uchida
C. Mystery - "THE PROBLEM OF CELL 13" (short story) by Jacques Futrelle
D. Contemporary Fiction - THE MARK OF CONTE by Sonia Levitin
E. Science Fiction - "ARENA" (short story) by Frederic Brown

SOURCES (CONTINUED)

V. Records/Tapes

A. Story Records

Newbery Award Records
(Division of Miller-Brody Productions)
New York, New York 10017

WITCH OF BLACKBIRD POND
RASCAL

Alfred Hitchcock Presents "Ghost Stories for Young People"

Sherlock Holmes (Record of old-time radio shows)

B. From Writers to Students
The Pleasures and Pains of Writing

International Reading Association
800 Barksdale Road
Newark, Delaware 19711
(also available in book form)

Tape Interviews with:
Judy Blume
S.E. Hinton
Richard Peck
Paul Zindel
Norma and Harry Mazer
and others

"The Shadow" (Old-time radio show tapes)

VI. Teacher-Prepared Games Which Reinforce Skills